

21ST CENTURY COMMUNITY LEARNING CENTERS

Goal: To enable public elementary and secondary schools to plan, implement, or expand extended learning opportunities for the benefit of the educational, health, social service, cultural, and recreational needs of their communities.

Relationship of Program to Volume 1, Department-wide Objectives: Supports Objective 1.5 (families and communities are fully involved with schools and school improvement efforts) by turning schools into Community Learning Centers. Also supports Objective 1.3 by supporting extended learning programs based in schools, such as after-school or summer-school hours; and supports Objectives 2.2, 2.3, and 2.4 by providing academic support and enrichment in core subject areas including reading and mathematics to help students meet or exceed state and local standards.

FY 2000—\$453,377,000

FY 2001—\$1,000,000,000 (Requested budget)

OBJECTIVE 1: PARTICIPANTS IN 21ST CENTURY COMMUNITY LEARNING CENTER PROGRAMS WILL DEMONSTRATE EDUCATIONAL AND SOCIAL BENEFITS AND EXHIBIT POSITIVE BEHAVIORAL CHANGES.

Indicator 1.1 Achievement: Students regularly participating in the program will show continuous improvement in achievement through measures such as test scores, grades, and/or teacher reports.

Targets and Performance Data					Assessment of Progress	Sources and Data Quality
Percentage of students with 1999 teacher-reported changes in student homework completion and class participation (second cohort of grantees)					Status: Unable to judge until further data are available. Explanation: According to 1999 teacher reports, 75 percent of the students participating in 21st Century Community Learning Center programs at the elementary school level showed improvement in homework completion and class participation. The percentages for students in programs serving middle or high schools and those serving students at both the elementary and middle/high school levels are 50 percent and 35 percent, respectively. The comparatively lower proportion of increases at the non-elementary level is partially attributable to the age group serviced and the relatively less intensive services received at the middle and high school levels.	Source: Grantee performance reports. <i>Frequency:</i> Annually. <i>Next Update:</i> 2000. Validation Procedure: Data supplied by second round grantees. No formal verification procedure applied. Limitations of Data and Planned Improvements: Data are based on reports from a subset (22 percent) of second-round grantees who voluntarily followed a standardized reporting form. "Regular attendees" are defined as students who have attended the program a minimum of 10 days. However, the data in this report are not limited to regularly attending participants. The activities reported and the use of teacher reports are an imprecise estimate of student achievement. Beginning in 2000, all grantees will report performance in a standardized format. Also, data from grantee reports will be compared with the evaluation results for the 21st Century Community Learning Centers.
Actual Performance	Elementary	Middle or High School	Both	Total		
Increased	75%	50%	35%	41%		
Decreased	1%	18%	6%	10%		
Stayed Same	24%	32%	59%	49%		
Performance Targets						
1999:	No target set					
2000:	Baseline data established					
2001:	Target will be set					

Indicator 1.2 Behavior: Students participating in the program will show improvements on measures such as school attendance, classroom performance, and decreased disciplinary actions or other adverse behaviors.							
Targets and Performance Data					Assessment of Progress	Sources and Data Quality	
<i>Percentage of students with 1999 teacher-reported changes in student behavior (second cohort of grantees)</i>					Status: Unable to judge until further data are available. Explanation: According to 1999 teacher reports, 70 percent of the students participating in 21st Century Community Learning Center programs at the elementary school level showed behavioral improvements. The percentages for students in programs serving middle or high schools and those serving students at both levels are 57 percent and 38 percent respectively. The lower proportion of increases at the non-elementary level is partially attributable differences in age and the relatively less intensive services received at the middle and high school levels.	Source: Grantee reports; planned external evaluation. <i>Frequency:</i> Annually. <i>Next Update:</i> 2000. Validation Procedure: Data supplied by grantees. No formal verification procedure applied. Limitations of Data and Planned Improvements: Data are based on reports from a subset (22 percent) of second-round grantees who voluntarily followed a standardized reporting form. In addition, teacher reports are subjective and thus subject to variation over time and across sites. Beginning in 2000, all grantees will report performance in a standardized format.	
Actual Performance	Elementary	Middle or High School	Both	Total			
Increase	70%	57%	38%	45%			
Decrease	1%	5%	7%	6%			
Stayed Same	29%	38%	55%	49%			
Performance Targets							
1999:	No target set						
2000:	Baseline data established						
2001:	Target will be set						

OBJECTIVE 2: 21ST CENTURY COMMUNITY LEARNING CENTERS WILL OFFER A RANGE OF HIGH-QUALITY EDUCATIONAL, DEVELOPMENTAL, AND RECREATIONAL SERVICES.

Indicator 2.1 Core educational services: More than 85 percent of centers will offer high-quality services in at least one core academic area, such as reading and literacy, mathematics, and science.				
Targets and Performance Data			Assessment of Progress	Sources and Data Quality
<i>Percentage of 21st Century Centers reporting emphasis in at least one core academic area (second cohort of grantees)</i>			Status: Target not met, but future progress toward target is likely. Explanation: A substantial proportion of the grantees (82 percent) offers at least one core academic service (e.g., supplementary help in reading, mathematics, or science).	Source: Grantee performance reports. <i>Frequency:</i> Annually. <i>Next Update:</i> 2000. Validation Procedure: Data supplied by grantees. No formal verification procedure applied. Limitations of Data and Planned Improvements: Data are based on reports from a subset (49 percent) of second-round grantees. Also, current data do not reflect quality, only whether the service is offered. Beginning in 2000, all grantees will report performance in a standardized format and will include objective measures of service quality.
Year	Actual Performance	Performance Targets		
1999:	82%	85% or higher		
2000:		85% or higher		
2001:		85% or higher		

Indicator 2.2 Enrichment and support activities: More than 85 percent of centers will offer enrichment and support activities such as nutrition and health, art, music, technology, and recreation.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
<i>Percentage of 21st Century Centers offering enrichment and support activities in technology (second cohort of grantees)</i>			Status: Target exceeded. Explanation: The vast majority of the centers (93 percent) offer enrichment and support services with a significant proportion (58 percent) offering computer- or technology-related activities.	Source: Grantee performance reports. <i>Frequency:</i> Annually. <i>Next Update:</i> 2000. Validation Procedure: Data supplied by grantees. No formal verification procedure applied. Limitations of Data and Planned Improvements: Data are based on reports from the second cohort. Beginning in 2000, all grantees will report performance in a standardized format.
Year	Actual Performance	Performance Targets		
1999:	58%	85% or higher		
2000:		85% or higher		
2001:		85% or higher		
<i>Percentage of 21st Century Centers offering enrichment and support activities in other areas (second cohort of grantees)</i>				
Year	Actual Performance	Performance Targets		
1999:	93%	85% or higher		
2000:		85% or higher		
2001:		85% or higher		

Indicator 2.3 Community involvement: Centers will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing, and sustaining programs.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Average number of community partners reported (second cohort of grantees)			Status: Unable to judge. Explanation: The average number of community partners (5) is a proxy measure of community involvement. More accurately assessing the depth of involvement will be a goal for future data collection.	Source: Grantee performance reports. <i>Frequency:</i> Annually. <i>Next Update:</i> 2000. Validation Procedure: Data supplied by grantees. No formal verification procedure applied. Limitations of Data and Planned Improvements: Data are based on reports from the second cohort. The quality of partnership activities is not reported by grantees and is difficult to measure. Beginning in 2000, all grantees will report performance in a standardized format. The national impact evaluation will collect more detailed information on the quality of collaboration.
Year	Actual Performance	Performance Targets		
1999:	5	No target set		
2000:		Baseline data established		
2001:		Target will be set		

Indicator 2.4 Services to parents and other adult community members: More than 85 percent of centers will offer services to parents, senior citizens, and other adult community members.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Percentage of 21st Century Centers offering services to parents and other adult community members:			Status: Target not met. Explanation: Approximately half (51 percent) of the grantees offer services to parents, senior citizens, and other adult community members. The Department intends to emphasize this aspect of the program in the future.	Source: Grantee performance reports. <i>Frequency:</i> Annually. <i>Next Update:</i> 2000. Validation Procedure: Data supplied by grantees. No formal verification procedure applied.
Year	Actual Performance	Performance Targets		
1999:	51%	85% or higher		
2000:		85% or higher		
2001:		85% or higher		

Indicator 2.4 Services to parents and other adult community members: More than 85 percent of centers will offer services to parents, senior citizens, and other adult community members (continued).				
Targets and Performance Data			Assessment of Progress	Sources and Data Quality
				Limitations of Data and Planned Improvements: Data are based on reports from the second cohort. Beginning in 2000, all grantees will report performance in a standardized format.
Indicator 2.5 Extended hours: More than 75 percent of centers will offer services at least 15 hours a week on average and provide services when school is not in session, such as during the summer and holidays.				
Targets and Performance Data			Assessment of Progress	Sources and Data Quality
<i>Percentage of 21st Century Centers offering 15 or more hours per week during the school year in 1999 (second cohort of grantees):</i>			Status: Target not met. Explanation: The percentages of centers offering extended hours during the school year and the summer sessions are 62 percent and 90 percent, respectively. The Department intends to emphasize this aspect of the program in the future.	Source: Grantee performance reports. <i>Frequency:</i> Annually. <i>Next Update:</i> 2000. Validation Procedure: Data supplied by grantees. No formal verification procedure applied. Limitations of Data and Planned Improvements: Data are based on reports from the second cohort. Beginning in 2000, all grantees will report performance in a standardized format.
Year	Actual Performance	Performance Targets		
1999:	62%	75% or higher		
2000:		75% or higher		
2001:		75% or higher		
<i>Percentage of 21st Century Centers offering 15 or more hours per week during the summer in 1999 (second cohort of grantees):</i>				
Year	Actual Performance	Performance Targets		
1999:	90%	75% or higher		
2000:		75% or higher		
2001:		75% or higher		

OBJECTIVE 3: 21ST CENTURY COMMUNITY LEARNING CENTERS WILL SERVE CHILDREN AND COMMUNITY MEMBERS WITH THE GREATEST NEEDS FOR EXPANDED LEARNING OPPORTUNITIES.

Indicator 3.1 High-need communities: More than 80 percent of Centers are located in high-poverty communities.			
Targets and Performance Data		Assessment of Progress	Sources and Data Quality
<i>Percentage of 21st Century Centers located in schools with at least 35 percent of students eligible for free or reduced-price lunch (second cohort of grantees):</i>		Status: Unable to judge. Explanation: 80 percent of the grantees are in schools in which more than 35 percent of students are eligible for free or reduced-price lunch. However, the school lunch measure is only a proxy for community poverty status. Census/Common Core Data will be used in the future to provide data for this indicator.	Source: Grantee performance reports. <i>Frequency:</i> Annually. <i>Next Update:</i> 2000. Validation Procedure: Data supplied by grantees. No formal verification procedure applied. Limitations of Data and Planned Improvements: Data are based on reports from the second cohort. Eligibility for free or reduced-price lunch is not a reliable measure for community poverty. Beginning in 2000, ED will use Census/Common Core Data to measure community poverty levels.
Year	Actual Performance		
FY 1999:	80%		
FY 2000:			
FY 2001:			

KEY STRATEGIES

Strategies Continued from 1999

- ❖ Establish absolute priority for programs that offer extended learning opportunities.
- ❖ Establish competitive preference for programs that help students meet or exceed state and local standards in core subjects such as reading, mathematics, or science.
- ❖ In partnership with national foundations, develop training and technical assistance opportunities for grantees to ensure the quality of implemented programs.
- ❖ Provide ongoing training and technical assistance to center leadership and staff.
- ❖ Create grantee advisory groups and listservs to facilitate exchange of best practices and materials.
- ❖ Establish priorities for programs that serve economically distressed rural and urban communities.

New or Strengthened Strategies

- ❖ In partnership with national foundations, develop training and technical assistance opportunities for grantees to foster sustainability of implemented programs.
- ❖ Create grantee searchable database on the Web for public access to detailed information regarding local programs and to assist local areas plan their own after-school programs and applications for this grant.
- ❖ In partnership with national foundations, provide national task forces on special topics such as evaluation, equity of access, and promising practices.
- ❖ In partnership with national foundations, expanded grant application workshop opportunities for potential applicants in all the states and territories.
- ❖ Establish competitive grants, giving priority to applications from Local Education Agencies (LEAs) that are in Title I “corrective action” or “school improvements” status.

HOW THIS PROGRAM COORDINATES WITH OTHER FEDERAL ACTIVITIES

- ❖ Through collaboration with other Federal offices, shares information with applicants and grantees on programs such as America Reads (ED), Gear Up (ED), Safe and Drug-Free Schools (ED), AmeriCorps (CNS), Child Care Development Block Grants (HHS), and the National School Lunch Program (USDA).
- ❖ As part of the Federal Support to Communities initiative, housed by Vice President Gore's National Partnership for Reinventing Government, coordinates its resources and efforts with 14 federal agencies to create and maintain a Web site (<http://www.afterschool.gov>) and other outreach efforts.
- ❖ In partnership with the U.S. Department of Health and Human Services, co-chairs a coordination task force to better serve citizens through our federal programs that support after-school.
- ❖ In coordination with the U.S. Department of Agriculture, actively promotes local awareness and access to the USDA federal funds for after-school snacks and meals through their various funding programs.

CHALLENGES TO ACHIEVING PROGRAM GOAL

- ❖ Community needs across the country vary in nature and in gaps in services.
- ❖ There are many influences on student achievement and behavior outside the impact of afterschool services to students. Given these other influences, it is difficult to indicate exact changes in student achievement and behavior due to these programs.

INDICATOR CHANGES

From FY 1999 Annual Plan (two years old)

Adjusted—None.

Dropped—None.

From FY 2000 Annual Plan (last year's)

Adjusted

- ❖ Indicator 1.1 was adjusted to include test score data where available.
- ❖ Indicator 1.3 was adjusted to focus on behavior measures, moving test scores to indicator 1.1 and dropping a measure of challenging coursework.
- ❖ Indicator 2.5 was formerly indicator 2.3. The data element was changed to 15 hours per week from 3 hours per day for 5 days, as this is a more standardized number for collection.
- ❖ Indicator 3.1 was adjusted to reflect community need instead of student need.

Dropped

- ❖ Indicator 1.3 was dropped.
- ❖ Indicator 1.4 was dropped because teacher reports could be included as sources of data for indicators 1.1 and 1.2.
- ❖ Indicator 2.4 was dropped.
- ❖ Indicator 3.2 was dropped because the new indicator 3.1 addresses the entire community need, not just elementary, middle or high school students.

New

- ❖ Indicator 2.3 was added to address the importance of collaboration in planning, implementing, and sustaining these programs.
- ❖ Indicator 2.4 was added to address services to adults in the community instead of program retention as students move frequently from school to school.